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ABSTRACT

A study tested the hypothesis that the self-esteem of a group of six sixth graders would be raised through the employment of a bibliotherapeutic program. Self-esteem was measured before and after the program by the "Culture-Free Self-Esteem Inventory for Children Form A." The subjects, who were from low, average, and above average reading groups, participated in independent silent reading, group oral reading, and group discussion of the children's novel "Shadow of a Bull" by Maia Wojciechowska. Forty-five minute meetings were held after school once a week for a six-week period. Results (a table of data is included) showed that while four students experienced gains, raising their posttest raw scores one to five points, one student experienced a decrease of two points, and another student's score was equivalent to that of the pretest. A comparison of the means of the pre- and posttest results shows that the study's hypothesis was supported by the modest, but not statistically significant, increase in scores. (An extensive review of related literature on bibliotherapy is included, 54 references, and students' pre- and posttest scores are attached.) (ARH)

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The Effect of Bibliotherapy on the Self-Esteem of 6th Graders

by

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Presented in Partial Fulfillment
of the Requirements for the Master of Arts Degree

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ABSTRACT

This study involved a small group of six sixth grade students, two boys and four girls. It was hypothesized that the self-esteem of children, age eleven and twelve, would be raised through the use of a bibliotherapeutic program. The group met after school on a weekly basis for a six week period, for the purpose of reading and discussing a pre-assigned children's novel.

An analysis of the results indicated that the children's self-esteem was raised slightly, but not significantly as the result of bibliotherapy.

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In order for children to excel academically, they must feel confident about themselves and their self-worth. This should be a major concern of all administrative personnel, and even more importantly, educators.

As educators, we must nurture the "whole child", not just those areas pertaining directly to academia. "What is happening in each child's life that may be affecting his academic, social, and moral development?" is a question that must be on the minds of all involved with children. [Olsen, 1975]. Bibliotherapy is one way to assist children through the often difficult stages of development, as well as, personal individual dilemmas.

Bibliotherapy is the process by which children identify with a character, release feelings of frustration, anger, confusion, etc.; and develop a greater understanding and awareness of their emotional reactions and behaviors. [Russell and Shrodes, 1950]. Bibliotherapy may be used with an individual child, a small group, or an entire class to assist in overcoming individual or common problems. According to Shrank and Engels [1981], bibliotherapy programs may be especially applicable to gifted and talented children, as they are capable of drawing subtle inferences, understanding complex sentence structure, and identifying the author's intent.

With these thoughts in mind, this researcher proposes the following question: Can the self-esteem of children, age

eleven and twelve, be raised as the direct result of independent silent reading and group oral reading, as well as, guided group discussion of pre-selected literature known to be of therapeutic value, (aka bibliotherapy)? According to Zaccaria and Moses [1968], not a single study in a substantial body of research produced up to the time of their published article, found bibliotherapy to be ineffective in a school setting.

HYPOTHESIS

To provide additional evidence on the appropriateness of a bibliotherapeutic program in a school setting, the following study was undertaken. It was hypothesized that the self-esteem of children, age eleven and twelve, will be raised through the employment of a bibliotherapeutic program.

DEFINITIONS

Bibliotherapy is defined by Russell and Shrodes [1950] as, "A process of dynamic interaction between the personality of the reader and literature - interaction which may be utilized for personality assessment, adjustment, and growth."

Self-esteem is defined as having a high regard for one's self.

PROCEDURE

A small group of six sixth grade students (two boys and four girls) were used in this study. Two of which are

currently in a low reading group, three in an average group, and one in an above average reading group. The group met once a week after school in the media center, for a 45 minute session, during a six week period.

The subjects were presented with a pre-test to determine their level of self-esteem prior to the introduction of the bibliotherapeutic program. The self-esteem test employed in this study was the Culture-Free Self-Esteem Inventories (SEI) for Children and Adults developed by Dr. James Battle. [1981].

The Culture-Free SEI for Children Form A contains 60 items divided into five subscales: general self-esteem items, social/peer-related self-esteem items, academics/school-related self-esteem items, parents/home-related self-esteem items, and lie items, which indicate defensiveness. It has a reliability coefficient of .81-.89 and a validity coefficient of .71-.80. The items are divided into two groups; those which indicate high self-esteem, and those which indicate low self-esteem. The subjects were instructed to check each item either "yes", indicating agreement with the statement, or "no", indicating disagreement.

During the six week period, the subjects were assigned to read the book, Shadow of a Bull, by Maia Wojciechowska. The plot centers around a young boy, age 11, who is faced with a decision that will affect his life, as well as, the lives of those in his village. As the subjects proceeded through the selected literature, independently and orally as

a group, discussions of events taken place, as well as the character's behavioral reactions to such events were held to insure complete comprehension. In addition, personal reactions to the same events and behaviors were drawn from the group, with emphasis on problem areas. Problem areas dealing with such questions as: Do others have the right to make decisions involving an individual who is capable of making his own? Do you participate in activities, such as those pertaining to school or sports, to satisfy others? Would you participate in an activity for fear of disappointing others?

Upon completion of the literature, the subjects were given the Culture-Free SEI for Children Form A as a post-test.

RESULTS

The pre- and post-tests scores of the Culture-Free SEI for Children Form A were computed, compared, and analyzed to determine whether a bibliotherapeutic program has a significant effect on the self-esteem of sixth grade students.

Table I illustrates the findings of the pre- and post-tests administered to the group introduced to the program.

TABLE I

Mean, Standard Deviation, and t of the pre- and post-test scores on the Culture-Free SEI for Children Form A

Test	M	SD	t	Sig.
Pre-test	38.00	4.56		
			1.25	ns
Post-test	40.17	5.38		

As noted in this table there was a gain of 2.17 points in the mean score on post-testing. The resultant t, of 1.25 indicated there was no significant difference between the mean scores on the pre- and post-test results of the self-esteem measure.

When individual raw scores were compared, it was determined that four students experienced gains, raising their post-test raw scores 1-5 points. This information indicates that four students answered between 1 and 5 questions correctly indicating high self-esteem. One student experienced a decrease of 2 points, and one student's score was equivalent to that of the pre-test. Appendix A illustrates all individual pre- and post-test scores, including those achieved on the total, general, social, academic, peer, and lie subscales.

CONCLUSIONS

The hypothesis that the self-esteem of children, age eleven and twelve, will be raised through the employment of a bibliotherapeutic program was supported by the modest, but not statistically significant increase in scores, as illustrated by the means of the pre- and post-tests results. Although the results indicated an increase in favor of bibliotherapy, they could have been produced by chance and must be viewed cautiously.

Further research is needed in the area of bibliotherapy and its effect on self-esteem to truly determine its effectiveness. A modification of this research might include the use of bibliotherapy over an extended period of time, possibly producing stronger results. The use of additional material including more than one children's novel, filmstrips, videos, and listening cassettes of children's novels may have a positive effect on the results, as well.

A third factor possibly affecting the outcome of bibliotherapeutic research is the environment in which the children are introduced to such a program. The children employed in this study were introduced to the program as an after school activity. Different results may have come about if the children were introduced to the bibliotherapeutic program during regular school hours, in a classroom situation with more of their peers available for discussion purposes. An additional possibility for further research is to employ

a bibliotherapeutic program in a clinical environment, working with a smaller group of children on a one to one basis.

The results of this research have implications for classroom teachers of elementary school children. With the knowledge that bibliotherapy may affect self-esteem, classroom teachers should employ a less intensive version of a bibliotherapeutic program, consisting of the oral reading of a children's novel performed by the teacher, as well as, the children, and group discussion. Such a program can be incorporated in the reading curriculum, as it involves listening skills, the act of reading, and comprehension. A bibliotherapeutic program may also be used at the end of the day, to bring the end of a school day to a close on a positive note.

BIBLIOTHERAPY: RELATED LITERATURE

Bibliotherapy can best be explained in terms of identification, catharsis, and insight. [Russell and Shrodes, 1950]. Through the use of such terminology, bibliotherapy becomes a process by which children identify with a character, release feelings of frustration, anger, confusion, etc.; and develop a greater understanding and awareness of their emotional reactions and behaviors. [Russell and Shrodes, 1950].

Identification is the association a child makes with a character or situation in the story read. [McKinney Davison, 1983]. A positive effect on the reader's self-image may occur if the character is admirable, confusions may be dispersed if the child is presented with a realistic solution to a similar problem, and frustrations may be dispelled in the knowledge that he, the reader, is not alone in a situation. [McKinney Davison, 1983].

Identification leads to catharsis. According to Russell and Shrodes [1950], as the result of a child feeling he is the character in the story, he has the opportunity to share the character's motivations, conflicts, and emotions. Furthermore, he gains an understanding of the wants and needs of the character and of himself.

Insight is achieved through identification and catharsis. The self discovery of recognizing his behaviors in another forces the reader to come face to face with, formulate opinions of, and improve upon said behaviors. [Russell and

Shrodes, 1050]. It is noted by Russell and Shrodes [1950] that identification does not always lead to insight, as many other behavioral factors may impede upon the bibliotherapeutic process.

Historically speaking, the principles of bibliotherapy were recognized much earlier than the twentieth century. As noted by Shepherd and Iles [1976], early inhabitants of Greece appreciated the healing powers books contain, as some Greek libraries bore the inscription, "Medicine for the Soul".

Among the first Americans to employ a bibliotherapeutic program were Doctors Benjamin Rush [1815] and John Galt [1853]. [Shepherd and Iles, 1976]. They recommended that books be distributed to hospital patients as an integral part of hospital treatment. Bibliotherapy continued to be closely related to the medical profession when it was accepted as an aspect of librarianship in 1904. According to Tews [1970], qualified trained librarians took a dominant role in the administration of libraries at McLean Hospital in Waverly, Massachusetts.

Bibliotherapy, as such, was first used as a technique and commented on in 1916. [Heitzmann and Heitzmann, 1975]. Crothers [1916] used the term, which he referred to as a new science, in analyzing a friend's bibliopathic institute.

Through to the 1930's, the process of using books as an aspect of hospital treatment continued to be annotated in several significant articles and studies written by such

notables as: Craigie [1929], "The Cheering Stimulus of Poetry in the Veterans' Bureau Hospital"; Webb [1930], "The Prescription of Literature"; Ireland [1930], "Bibliotherapy as an Aid in Treating Mental Cases"; Pomeroy [1937], "Bibliotherapy - A Study in the Results of Hospital Library Service", a paper discussing 1538 case reports; and Dr. William Menninger [1937], "Bibliotherapy".

The 1940's saw the advent of articles investigating the physiological and psychological bases of the field. [Heitzmann and Heitzmann, 1975]. A sampling of articles originating from that period in history are as follows: Bryan [1939], "Can There be a Science of Bibliotherapy?"; Gagnon [1942], "Is Reading Therapy"; and Schneck [1946], "Bibliotherapy for Neuropsychiatric Patients: Report of Two Cases".

A fourth article analyzing the psychology of bibliotherapy is Gottschalk's [1948] article, "Bibliotherapy as an Adjuvant in Psychotherapy". Gottschalk indoctrinated that reading may have therapeutic values by stimulating the patient to discuss issues he may attempt to avoid. He continued by stating that reading assists the patient in analyzing and synthesizing his attitudes and behavior patterns, reinforces acceptable social behavior, provides life experiences without exposure to the real dangers that coincide with the actual experiences, and finally inspires the imagination and expands the patient's interests. [Russell and Shrodes, 1950].

The 1950's and 60's are years of particular interest to researchers investigating the field of bibliotherapy in that several graduate students completed doctoral dissertations and masters studies related to this area. Dissertations serve as a harbinger, announcing the advance and importance of a field of study. As a result, they provide ideas for further studies and inquiries in the area. [Heitzmann and Heitzmann, 1975].

Two pertinent doctoral dissertations completed on bibliotherapy are Shrodes' [1949] study, "Bibliotherapy: A Theoretical and Clinical-Experimental Study" and Hartman's [1951] investigation, "Imaginative Literature as a Projective Technique: A Study in Bibliotherapy". Shrodes' study listed 113 items developing a theory of bibliotherapy and applying it in case studies of college students. [Russell and Shrodes, 1950]. Hartman ascertained that literature could function as a medium to describe the psychological field of her subjects and noted that elements basic to therapeutic gains were present in the responses of her subjects. [Shrank and Engels, 1981].

Dissertations completed in the 1960's placed an emphasis on bibliotherapy in a school setting with mixed results. Livengood [1961] studied "The Effect of Bibliotherapy upon Peer Relationships and Democratic Practices in a Sixth Grade Classroom" and concluded that a bibliotherapeutic program did not increase the reading skills or help augment the democratic practices of sixth

grade students. [Shrank and Engels, 1981]. Tauran [1967] in opposition of Livengood's report, analyzed "The Influence of Reading on the Attitudes of Third Graders Towards Eskimos" and found bibliotherapy effective in modifying attitudes. [Shrank and Engels, 1981].

The 1970's to the early 80's saw a continuance of articles and dissertations concerning bibliotherapy and more importantly its effect on children. Four dissertations written during this time, as well as, a brief description of the procedures and results of said studies are as follows.

Hayes [1969], "An Investigation of the Impact of Reading on Attitude of Racial Prejudice", assumed, as reported by Tillman [1984], that "subjecting students to possible identification at the fantasy level might result in reduction of prejudice." Hayes assigned nine books to 54 students (34 boys and 23 girls) in an eleventh grade college preparatory English class. Each student read the books, took comprehension quizzes, and participated in guided discussion for a nine week period.

A comparison of pre and postscores on the Bogardus Social Distance Scale, the Hinckley Scale of Attitudes Towards Negroes, and the Triandis Behavioral Differential indicated a significant change favorable to Blacks. Hayes further noted that boys changed more in attitude than girls.

Caffee [1975], "Bibliotherapy: Its Effect on Self-concept and Self-actualization", selected 42 volunteer

students in grades ten through twleve and randomly divided them into three groups of even amounts.

As researched by Tillman [1984], one group met weekly with Caffee and completed reading assignments. The second group met individually with the investigator to determine progress on reading assignments. The final group was simply pre- and post-tested on the Personal Orientation Inventory Scales and the Beager Acceptance of Self and Others Scale.

Caffee's results are as follows: bibliotherapy did not substantially increase reported self-concept or self-actualization. Changes, however, were observed that were of a positive nature, which lead the researcher to conclude that bibliotherapy may help develop interpersonal relationships and more accepting attitudes toward others.

Penna [1976], "The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Approach to Literature for the Development of Adolescent Ego-Identity", studied 184, ninth and tenth grade students from New Jersey for a ten week period, as described by Tillman [1984].

Nelson - Denny Reading Test scores were used to identify above average, average, and below average readers. With regard to reading levels, students were randomly assigned to class discussion groups, tutorial groups, and control groups. Within each group was a high reader, average reader, and low reader group. Students were given the high school version of the Index of Adjustment and Values Scale before and after their training.

Analysis of the data demonstrated that students in the class discussion groups showed significantly more improvement in self-identity and self-acceptance than did the students in either the tutorial or control groups. It was noted that the tutorial groups improved more than the control groups. Generally good readers changed substantially more than average or poor readers in the area of self-identity, but not in self-acceptance. As a result of his findings, Penna concluded that class discussions were most effective when using literature in self-identity development and improvement, and especially recommended bibliotherapy with good readers.

Sheridan [1982], "Structured Group Counseling and Bibliotherapy as Inschool Strategies for Preventing Problems in Children from Changing Families", investigated the effectiveness of structured group counseling, specific bibliotherpay, and standard counseling in helping junior high school students affected by divorce, separation, death, and other factors.

As restated by Tillman [1984], Sheridan employed 48 volunteer students in the program and randomly assigned them to one of the three treatments mentioned above. Over three and a half months, the structured counseling students met in twelve small group sessions, the bibliotherapeutic students met in five small group sessions supplemented by reading assignments, and the standard counseling students received individual counseling.

The results indicated that students in both the

structured counseling group and specific bibliotherapy group felt significantly better about treatment than the standard counseling group. No substantial changes were noted in the areas of problems of changing families, acceptability of in-school and at-home behavior, school attendance, academic performance, and self-concept.

Bibliotherapy may be used with an individual child, a small group, or an entire class at any age level to assist in overcoming problems of a personal or developmental nature. Appel [1944] believes bibliotherapy can help the subject in six different ways. It can help him (1) to acquire information and knowledge about the psychology and physiology of human behavior; (2) to live up to the injunction, "Know thyself"; (3) to become more extraverted and find interest in something outside himself; (4) to effect a controlled release of unconscious difficulties; (5) to use the opportunity for identification and compensation; and (6) to clarify difficulties and to acquire insight into his own behavior. [Russell and Shrodes, 1950].

Although bibliotherapy is effective across all age levels, it is more effective for addressing some needs, behaviors, or problems than others. [Shrank and Engels, 1981]. Based on research reviewed, Shrank and Engels [1981] concluded that bibliotherapy appears effective for developing assertiveness, attitude change, and therapeutic gains. Bibliotherapy has not been demonstrated to be effective for improving academic achievement, marital or

couple accord, or enhancing self-concept.

In the area of assertiveness, research findings, as reported by Shrank and Engels [1981], support the effectiveness of bibliotherapy on increasing assertiveness among subjects used. McGovern [1977] disclosed that subjects involved in a bibliotherapeutic program prior to assertion training demonstrated greater change, than those who experienced assertion training prior to bibliotherapy. However, when used alone, bibliotherapy was not found to be more effective than assertiveness training.

There is considerable evidence confirming the effectiveness of bibliotherapy in relationship to attitude. In addition, Shrank and Engels [1981] noted that the supporting evidence concerns people and topics from the wide spectrum of life.

Tatara [1964] successfully employed a bibliotherapeutic program to modify high school students' attitudes toward scientists. Fisher [1965] also discovered bibliotherapy was effective in modifying attitudes toward American Indians. Kimoto [1974] added supporting evidence by concluding that a literature-based program concerning Black Americans had a positive effect on the close and moderate social distance attitudes of the majority group children. Finally, Shrank [1977] discerned that bibliotherapy positively changed children's attitudes toward slow learners.

Research studies in the area of self-development

produced mixed results, however, most lend support to inferences that bibliotherapy may be effective. [Shrank and Engels, 1981]. Herminghaus [1954] discovered that reading produced desirable personal and social adjustments. Amato [1957] then proclaimed that a bibliotherapeutic program helped university students face and solve personal problems, develop understandings essential for maturation, and cope with stress. Lastly, Mattera [1916] found that reading books helped children solve everyday problems.

The following studies negate the conclusion that bibliotherapy is effective upon self-development, as summarized by Shrank and Engels [1981]. Lodge [1956] commented that reading was not a major influence in the development of the concept of "the person I would like to be like". In addition, Bigge and Sandefur [1966] discovered that bibliotherapy did not effect personality changes in high school students. Finally, Stephens [1974] concluded that bibliotherapy did not increase the self-reliance of sixth grade children.

Bibliotherapy research related to academic achievement manifested mixed results. Three studies reviewed by Shrank and Engels [1981], demonstrated positive effects of bibliotherapy upon academic achievement. Whipple in his 1968 study discovered that an adjunctive bibliotherapeutic program employed in a state reformatory classroom situation effected a statistically significant mean difference in biological science achievement. King [1972] then determined

that fourth grade underachieving boys who received group biblio-counseling in addition to regular language arts classes, showed substantially greater gains when post-tested on comprehension and vocabulary measures when compared to similar boys who only attended language arts classes. As a third study, Lundstein [1972] concluded that bibliotherapy helped increase the communication skills of an elementary school boy.

With regard to academic achievement, several studies, according to Shrank and Engels [1981], indicated no bearing of bibliotherapy upon academic achievement. Ponder [1969] determined that stories and discussions about economically disadvantaged children did not induce changes in the reading achievement scores of poverty-level children. In addition to Ponder's study, Schultheis [1970] concluded that fifth and sixth grade classes who received bibliotherapy and guidance did not have substantially greater reading achievement than those who did not receive treatment.

Research related to the effects of bibliotherapy on the enhancement of self-concept also produced mixed results, as reported by Shrank and Engels [1981]. In a previously mentioned study completed by King [1972], group biblio-counseling had a positive effect on the subjects' perceptions of their own reading ability. Furthermore, Kanaan's [1976] results indicated that a bibliotherapeutic program significantly improved the self-concepts of low self-concept peer isolates in a fifth grade class.

In opposition of bibliotherapy's positive effects upon self-concept, three studies concerned with elementary, middle, and high school students, comment that bibliotherapy is ineffective as an enhancer of self-concept. [Shrank and Engels, 1981]. The studies were written by such notables as: Altmann and Nielson [1974], Dixon [1974], and Roach [1975].

Bibliotherapy may be used by the classroom teacher in two ways - therapeutic and preventive. [Olsen, 1975]. In employing a therapeutic technique, the teacher attempts to help a child solve a problem by bringing him books containing a similar experience. According to Olsen [1975], by recognizing his problem and the subsequent solution, the reader gains insight, the final phase of bibliotherapy, and can as the result advance to solving his real-life problem In preventive bibliotherapy, the teacher acts to help a child make a satisfactory adjustment to some disturbing situation, which may or may not occur in his future. [Olsen, 1975]. Just as prevention is the best combatant against disease, so must the usage of prevention be undertaken in helping a child cope by becoming better acquainted with himself and his strengths and weaknesses.

According to Zaccaria and Moses [1969], a number of principles have been developed concerning the effective use of bibliotherapy. The first and foremost being that as professionals, teachers have a responsibility to be aware of research articles and studies completed concerning this

topic, to be used as references in setting and achieving goals.

It is recommended that the initiator of such a program possess at the very least a general familiarity of the literature to be read and discussed. [Zaccaria and Moses, 1969]. According to Cianciolo [1965], books used for a bibliotherapeutic purpose should exemplify good literature. Blair [1951] suggests using realistic literature, about modern children, written in fiction form and read on an independent level. She also states that the main issue should be presented without moralizing the issue at hand. With regards to regional, racial, religious, or nationality groups, Cianciolo [1965] comments that each group should be illustrated and narrated accurately with emphasis on traditions, customs, and origination of each. As a final note, Cianciolo [1965] adds that biographies, dramas, and poetry may be used as effectively as novels for a bibliotherapeutic purpose.

Bibliotherapeutic reading can be encouraged through the use of prompting techniques and should be accompanied by discussion and counseling. [Zaccaria and MOses, 1969]. A study conducted by Loban [1949] emphasized the need of adolescents for a teacher's imput and guidance to fully comprehend the events of a story and the subsequent reasoning behind certain behaviors. McKinney Davison [1983] suggests that all discussion may not be oral in nature, but could lead to a written activity.

Students may not realize the therapeutic value of books and may therefore, need to be guided by the teacher or administrator of the program. Heaton and Lewis [1955], as restated by Cianciolo [1965], have provided steps worthy of note in prompting responses to therapeutic literature:

1) There should be a general retelling of the plot, with emphasis placed on the incidents, feelings, and relationships relevant to human relationships.

2) A probing into what happened in feeling, shift of relationship, and change of behavior should occur in order to assist in the identification of the reader to the character.

3) A discussion of student's similar incidents relative to the experiences of the character should be noted. Incidents may come from other literature read by the instructor or student to lend validity.

4) The reader should be provided an opportunity to explore the consequences of certain behaviors or feelings, as well as an opportunity to arrive at a conclusion or generalization about the consequences of certain behavior.

5) The participant should also be encouraged to determine the desirability or helpfulness of several alternatives.

Readiness is an important factor to be kept in mind when considering the utilization of bibliotherapeutic techniques. [Zaccaria and Moses, 1969]. Mutual trust must be developed between the teacher/counselor, the problem must have been discussed in an open manner, and the student must exhibit personal involvement in dealing with his problem.

According to Zaccaria and Moses [1969], books should be suggested not prescribed to involve the student fully in the bibliotherapeutic program. If a book or books are prescribed, the administrator must be sensitive to the physical handicaps of the reader which may govern the usage of special types of reading material. Significant factors for visually handicapped students include the size and design of the type, the amount of space between the lines, and the size and type of illustrations used.

As a final note, Zaccaria and Moses [1969] suggest that this type of program appears to be more effective with individuals of average to above-average reading ability. Shrank and Engels [1981] coincide with Zaccaria and Moses's suggestion in that gifted and talented children are capable of drawing subtle inferences, understanding complex sentence structure, and identifying the author's intent.

Shrank and Engels [1981] further suggest that teachers of all content areas implement a bibliotherapy program into their instructional curriculum to foster enthusiasm and provide additional reference. Brown [1975] specifically mentions combining bibliotherapy with other forms of therapy such as music, art, writing, and play therapy to incorporate different areas of the curriculum in the therapeutic process.

In view of today's culture, according to Russell [1952], children and adolescents live in an insecure and troubled world. Children grow up in small families with few other children available as playmates. Adolescents live in a world

of conflicting values, and generally everyone, both young and old, are over-stimulated by an ever-increasing bombardment of audio and visual stimuli from a variety of media. As a final comment with regard to Russell's disturbing information, Brown [1975] states:

> "Bibliotherapy is particularly useful in today's society as so many young people are groping for answers, seeking their own identity, and trying to find their own niche in this ever-changing world."

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APPENDIX

Student A - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	57	54	72	52	84	
t	52	52	57	52	60	
Raw	37	14	7	7	9	8
Class	I	H	I-H	I-H	VH	

Student A - Post-test

	Total	General	Social	Academic	Peer	Lie
%	79	81	100	35	84	
t	58	60		48	60	
Raw	42	17	10	6	9	8
Class	H	VH	VH	I	VH	

Key:

VH - Very High

H- High

I-H - Intermediate to High

I - Intermediate

L -Low

Student B - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	36	45	97	22	22	
t	48	50	66	43	45	
Raw	33	13	9	5	6	9
Class	I	I	VH	I	I	

Student B - Post-test

	Total	General	Social	Academic	Peer	Lie
%	57	54	97	35	40	
t	52	52	66	48	50	
Raw	37	14	9	6	7	9
Class	I	H	VH	I	I-H	

Student C - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	46	54	90	35	40	
t	50	52	61	48	50	
Raw	35	14	8	6	7	10
Class	I	H	H	I	I-H	

Student C - Post-test

	Total	General	Social	Academic	Peer	Lie
%	36	45	97	22	22	
t	48	50	66	43	45	
Raw	33	13	9	5	6	7
Class	I	I	VH	I	I	

Student D - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	90	81	90	100	100	
t	62	60	61			
Raw	45	17	8	10	10	10
Class	H	VH	H	VH	VH	

Student D - Post-test

	Total	General	Social	Academic	Peer	Lie
%	90	71	97	100	100	
t	62	57	66			
Raw	45	16	9	10	10	10
Class	H	H	VH	VH	VH	

Student E - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	78	96	84	43	87	
t	59	65	60	50	61	
Raw	42	19	8	6	9	6
Class	H	VH	H	I	VH	

Student E - Post-test

	Total	General	Social	Academic	Peer	Lie
%	96	100	100	77	87	
t	65			59	61	
Raw	47	20	10	8	9	6
Class	VH	VH	VH	H	VH	

Student F - Pre-test

	Total	General	Social	Academic	Peer	Lie
%	48	70	64	29	66	
t	51	57	55	45	56	
Raw	36	16	7	5	8	9
Class	I	H	I-H	I	H	

Student F - Post-test

	Total	General	Social	Academic	Peer	Lie
%	53	81	84	17	66	
t	52	59	60	41	56	
Raw	37	17	8	4	8	7
Class	I	VH	H	L	H	